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Beyond Disciplinarity in Strategic Pedagogical Research

Who Do We Think We Are?

**Dr Catherine Hayes, NTF, PFHEA
Visiting Professor of Higher Education**



**LIVERPOOL HOPE
UNIVERSITY**

Who am I? What's the Day Job? Bit of a Bio?



- Lecturer at Durham School of Podiatric Medicine
- Principal Lecturer in Learning & Teaching
- Reader in Health Professions Pedagogic Practice
- Founding Fellow of the Faculty of Podiatric Medicine
(Royal College of Physicians and Surgeons, Glasgow)
- Fellow of the College of Podiatry and General Practice
- Principal Fellow of the Higher Education Academy
- National Teaching Fellow
- Certified LEGO Serious Play Facilitator
- Chartered Manager
- Chartered Scientist
- Honorary Member of the UK Faculty of Public Health

What Does the Evidence from Practice in Higher Education Tell Us..?

*'...there are ongoing tensions between research and teaching, with **prevailing perceptions** that research is **more valued** than teaching, and disciplinary research is **more valued** than teaching and learning research...'*

*'...perceived **systemic exclusion** from the wider research community, exploration and contestation of dominant university culture and values, and perceptions that **teaching and Scholarship of Teaching and Learning are undervalued** within the university setting...'*

Dzidic et al (2017)



What Else Does the Evidence from Practice in Higher Education From Years Ago Tell Us..?



*‘The word **scholarship** has become linked to teaching as a means of raising the status and credibility of the programmes that are run or accredited – **gives it greater symbolic capital.**’*

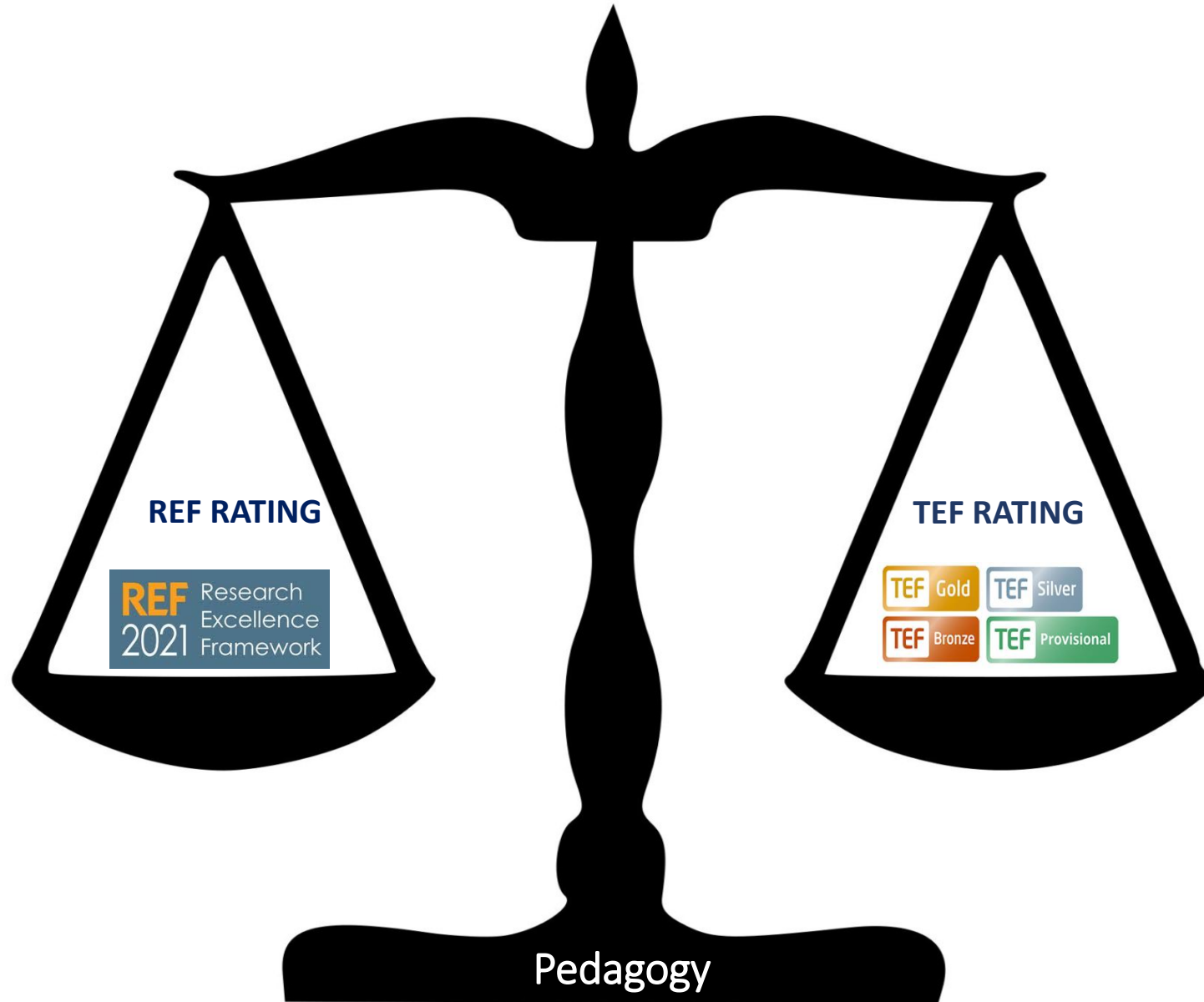
*‘Scholarship can be an **abstract term** when used **without context.** Generally associated with research and intellectual activity. **Not necessarily linked with the enhancement of learning and teaching.**’*

’

Nicholls (2004)

What Does Our Collective Experience Tell Us...?

**Purist
Research?**



**Scholarly
Activity?**

The Notion of Scholarship as a Valuable Intellectual Pursuit...



The Notion of Research as a Valuable Institutional Commodity...



Academic versus Polemic Scholarship

Academic scholarship - is relatively neutral and has no aim other than *establishing truth values*

VERSUS

Polemic scholarship - promotes a particular position, with a specific agenda or in relation to *advancing a specific cause*



What about Research Informed Teaching at an Institutional Level?



Do we need to be Research Led?

Do we need to be Research Fed?

Do we need to disentangle pedagogical and disciplinary research?

Why do the discourses of disciplinarity or pedagogy matter so much?

A Discourse of Credible Activity? Confused Yet?

- 🍎 Institutionally needs led pedagogic research?
- 🍎 Institutionally needs led disciplinary research?
- 🍎 Disciplinary pedagogic research?
- 🍎 Pedagogic disciplinary research?
- 🍎 Scholarship of pedagogic praxis?
- 🍎 Educational policy and practice?
- 🍎 Disciplinary policy and practice ?
- 🍎 Polemic Scholarship?
- 🍎 Academic Scholarship?

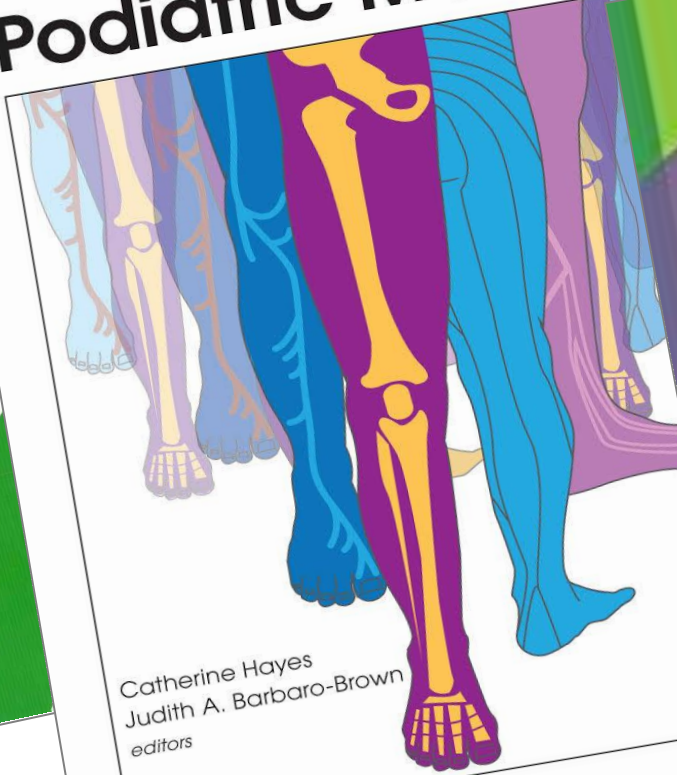


Textbooks

Professional Practice for Podiatric Medicine

Edited by
Catherine
Hayes

Textbook of Podiatric Medicine



Catherine Hayes
Judith A. Barbaro-Brown
editors

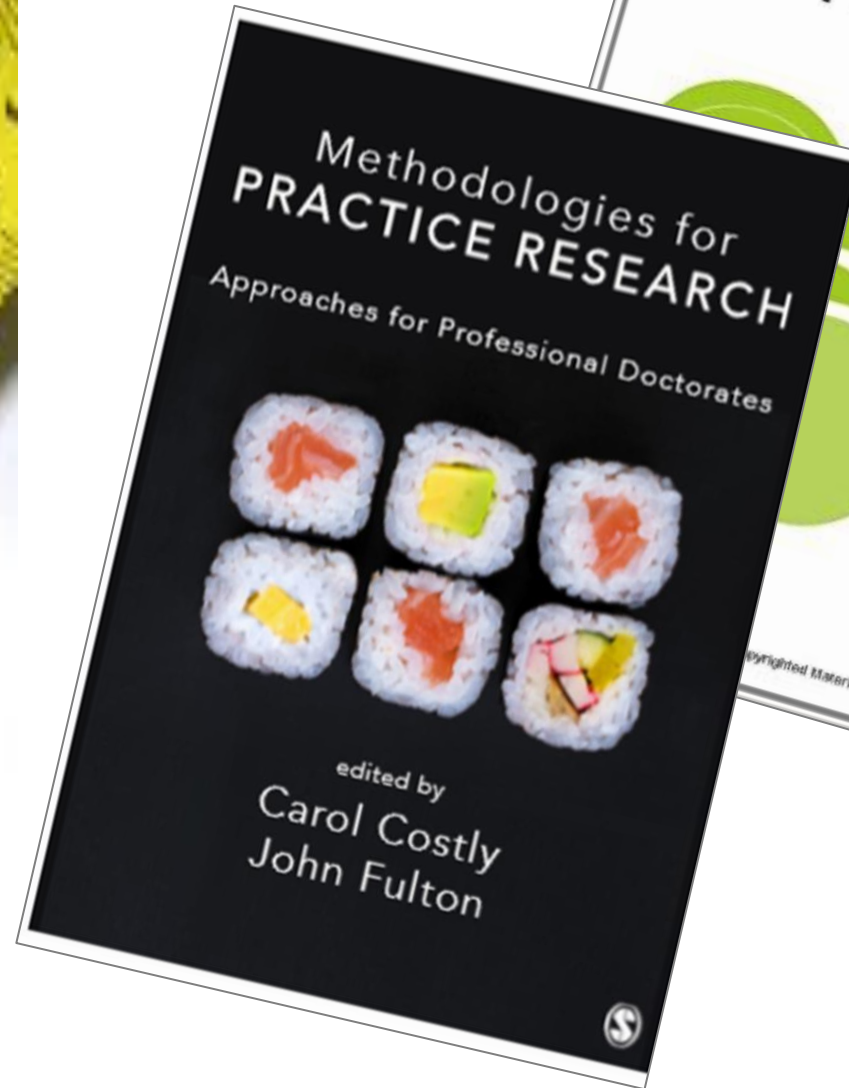
Studying Postgraduate Healthcare

A pre-reader

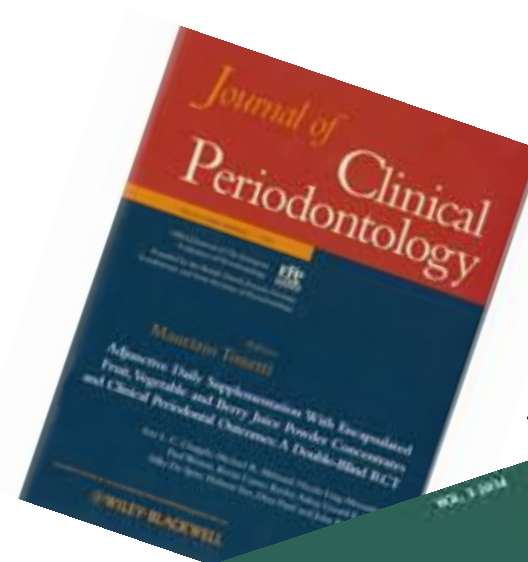
edited by
Catherine Hayes & John Fulton



Book Chapters



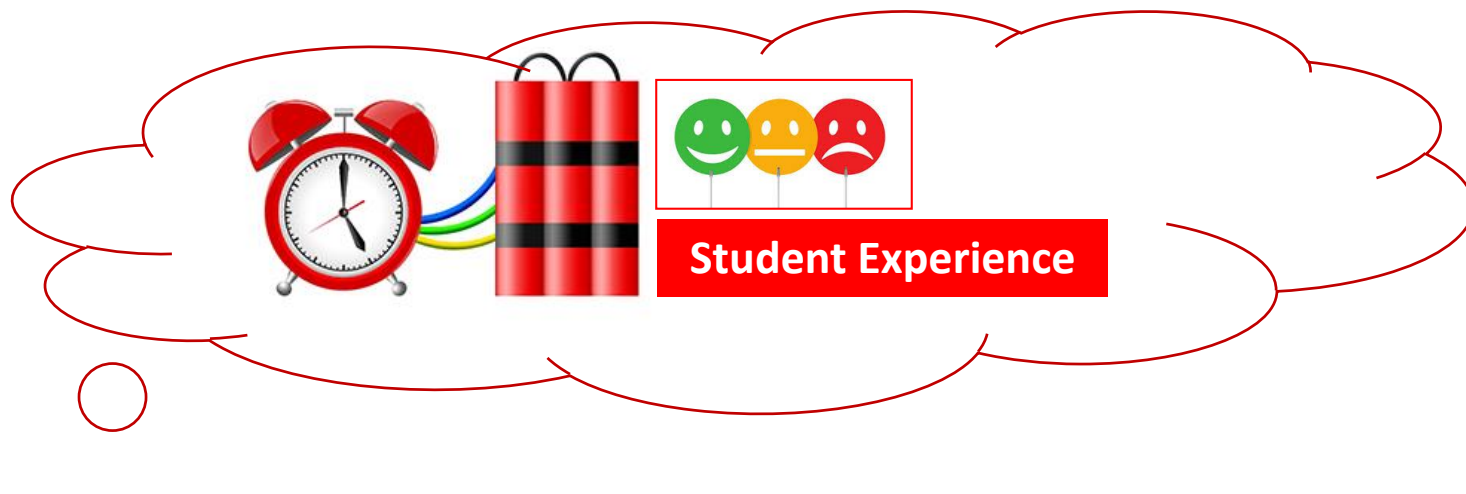
Discipline Specific Journal Articles



**THE
THOMSON
REUTERS
IMPACT
FACTOR**

Educational Journal Articles





Ultimately What Matters to us as
Dual Educators and Researchers?



Developing Social Capital and Communities of Practice

Aim to *support and extend the reach* of academic and support staff wishing to undertake pedagogic research into Higher Education.

Use cross faculty initiatives and aim *to encourage as many staff as possible to become active contributors* to local, regional, national and global networks in critical discourse and research projects *pertaining to their pedagogic as well as disciplinary practice*.

Linking to Institutional Initiatives

Institutional Recognition Schemes

Achievement of HEA Fellowships at D1, D2, D3 and D4

Academic Staff Development Opportunities

Institutional Research Repository Deposits

Individual Faculty Niches

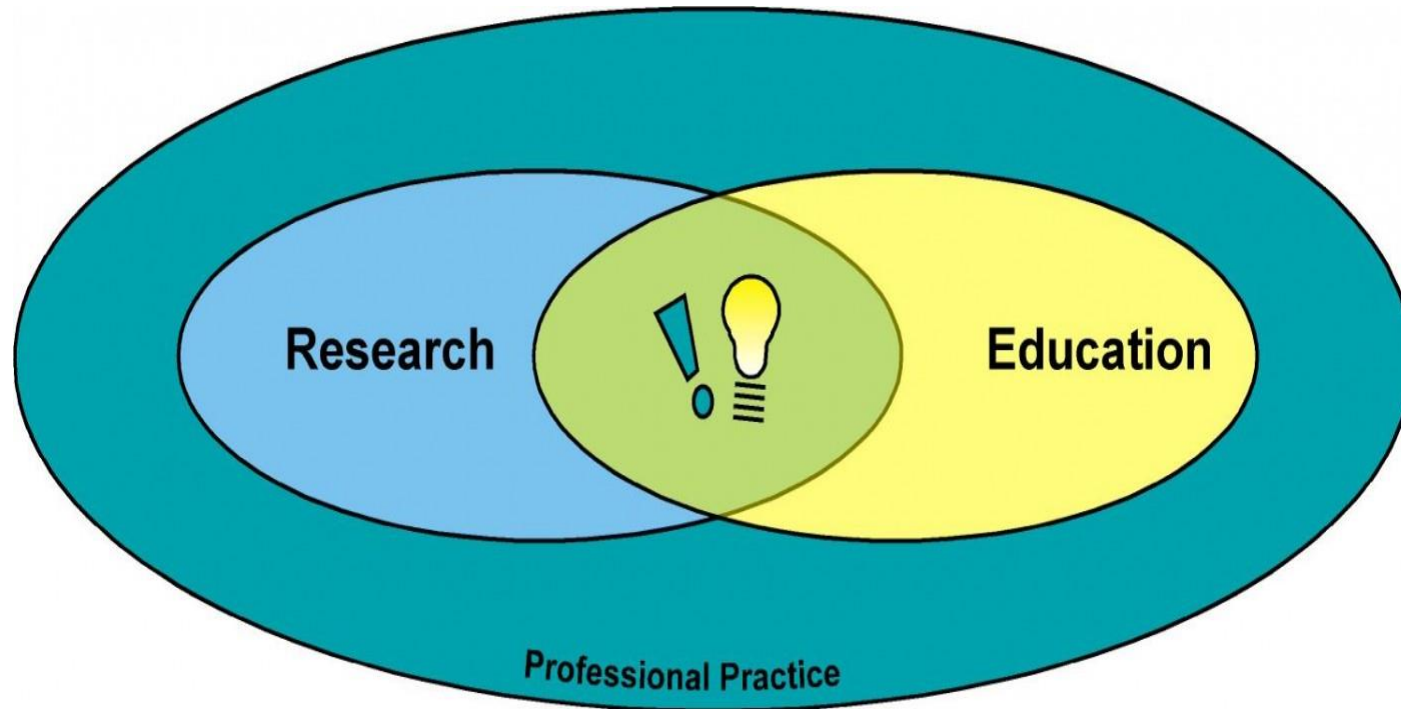


Remember Strategic Direction for You and Your Institution...

- ✓ Know what your institutional strategic aims are and align your RSA to them.
- ✓ Align your professional goals to your personal goals for development and progression.
- ✓ Ensure regular outputs of a consistently high quality.
- ✓ Know your value and aim to be recognised for it.



Professional Practice



**Encompassing the transformation
and extension of knowledge bases &
Valuing Important reciprocal relationships
that exist between theory and practice.**



TEF as Corollary to REF?

'The TEF has been marketed as a corollary to the REF – a policy mechanism to drive standards which in themselves will signal mechanisms of excellent teaching...'

'There is a distinct danger that the education market sets key mechanisms of control over pedagogical possibility...'

'It shifts the potential for the co-construction and building of knowledge with students...'

Heaney and Mackenzie, 2017

In Practice... a Hidden Beast?

- Neoliberalism?
- **Marketisation?**
- Commodification of Education?
- **Control / Supervision?**
- Metrification of Human Experience?



How is a Buyer's Market Shaping Best Educational Practice ?

At the core of neoliberalist marketisation of education is competition...

Does it incentivise institutions to provide:

- ✓ Greater choice?
- ✓ Innovation & Creativity?
- ✓ Better Quality?
- ✓ Lower Cost?

Or is it moving us away from the concept of a true education that impacts on society for life... to training for specific roles?



The TEF will ...

- Provide information for the competitive market about which institutions have been most compliant with regulation /incentive structures
- The real **beast** is where pedagogic practice will be reduced to a singular measurable metric
- Metrics alone tell us one part of the story



Goodbye HEFCE and Hello OfS...

Office for Students (OfS) is a single market regulator

- ✓ Pro-competition
- ✓ Pro-choice

What will it mean to us in HE practice?

- ✓ More regulation
- ✓ More intensive reviews



Core Indicators?

- ✓ NSS
- ✓ TEF Ratings
- ✓ DHLE Data

Posited as epistemological tools

But actually being used:

- ✓ to justify and enable higher levels of individual institutional intervention
- ✓ To enforce compliance with market demand

Remember this about the NSS...



The NSS tells us nothing about what students *actually experience*....

It only tells us about their *perceptions of quality* and what they *'feel'* when they are at University....

Always consider the *human experience* versus the *student experience*

Where We Can Impact on REF and TEF at Liverpool...



**Recognise the Value
of
Benchmarking not
Metrification**



**Contextualise with
Wider Narratives of
Professional Practice
in Discipline and
Pedagogy**



**Establish your Case
for Excellence with
Evidence of Impact
beyond Purist
Research**



Humbled to Play Just a Small Part in Transformative Learning ...

- No fairy stories - real societal impact
- Transformative learning at its best
- Real students with transferable skill sets
- Changing society with civic impact

Dr Lisa Alcorn

**Dr Attahiro
Bello**

**Dr Lindsey
McShea**

**Mr Joojo
Kei-Sarpong**

Introducing Dr Lisa Alcorn...

Real World Impact? AUTISM

Original Profession? Business & Management

Now? Cabinet Advisor and CEO



Introducing Dr Attahiro Bello...

Real World Impact? Rebuilding Lives after Terrorism

Original Profession? Medic

Now? Healing Through Arts

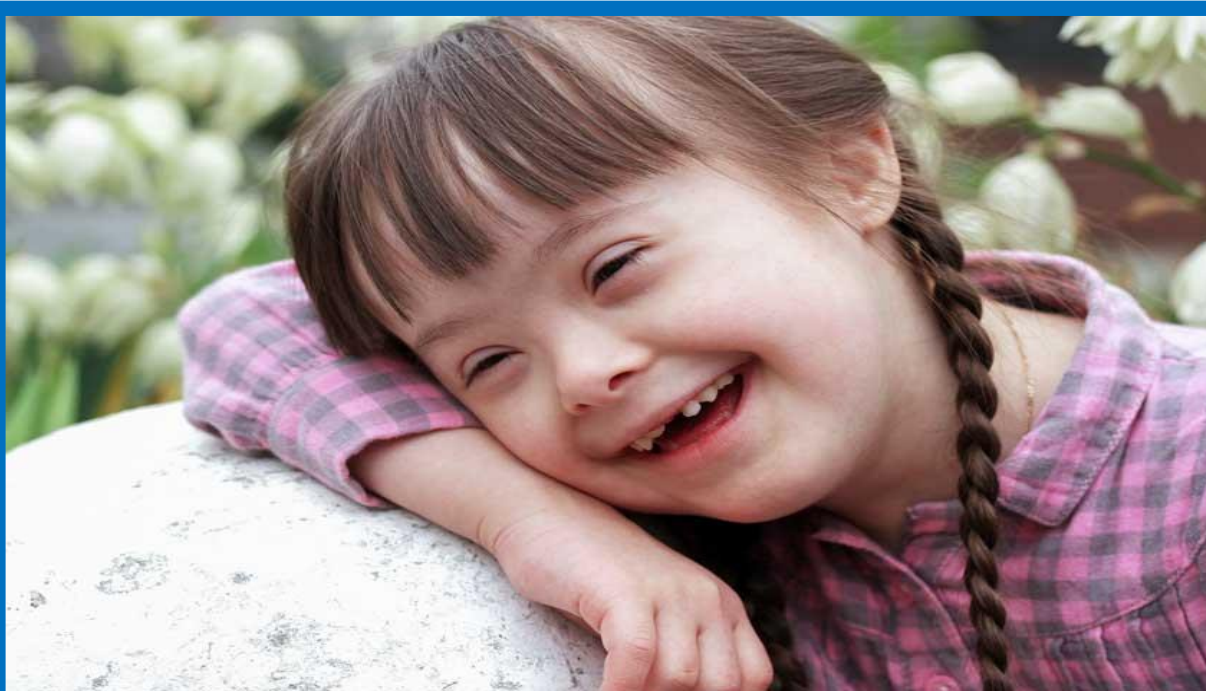


Introducing Dr Lindsey McShea...

Real World Impact? People Living with Down syndrome

Original Profession? Audiologist

Now? Audiology National Leader for Learning Disabilities





Introducing JooJo Kyei- Sarpong...

*Real World Impact?
People Living with Addiction & Substance
Misuse*

Original Profession? Biochemist

Now? Recovery Co-ordinator in Carlisle

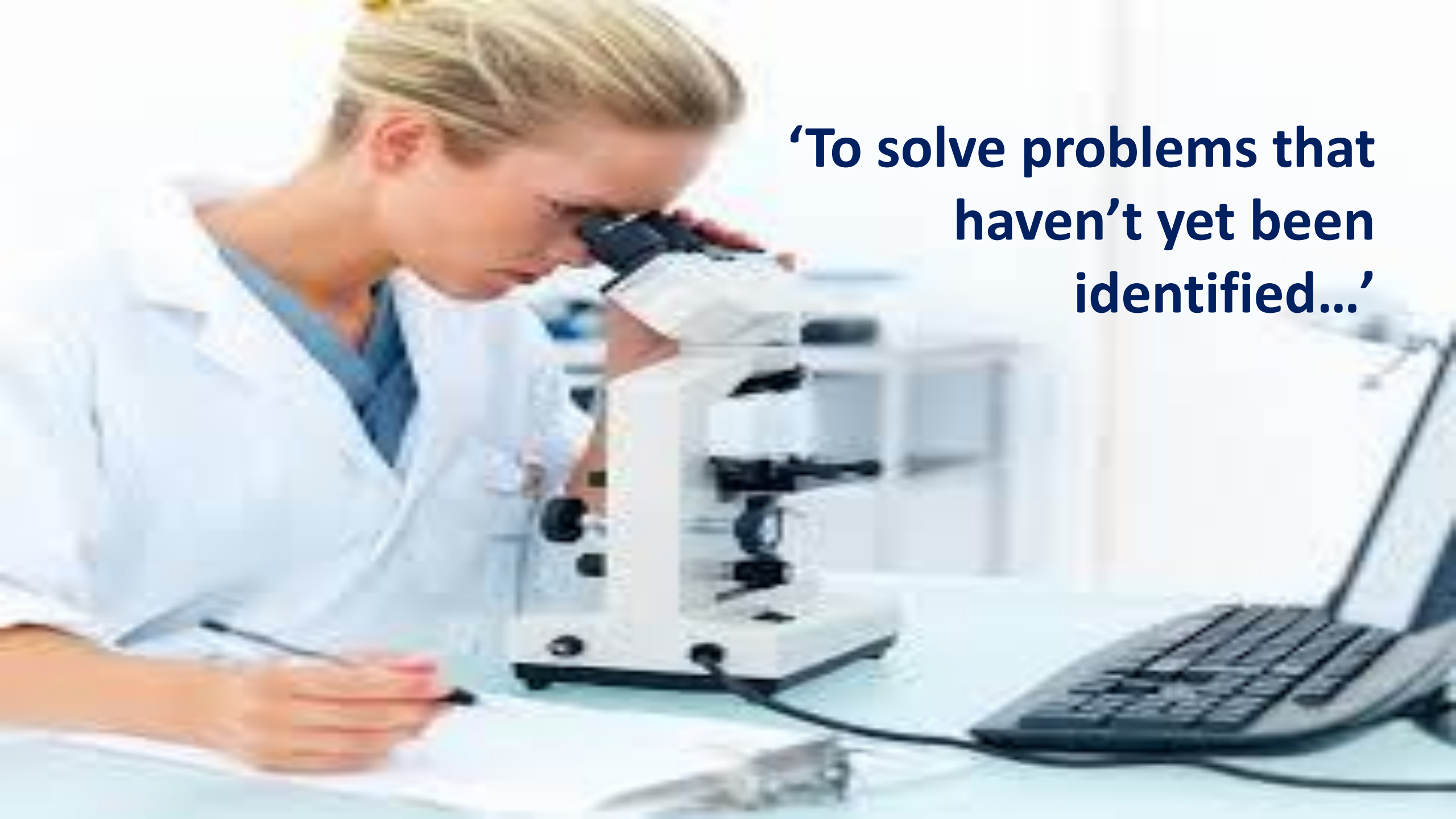
**‘We are preparing students for jobs
that don’t even exist yet...’**



**‘Using
technology....**



that hasn't yet been invented ...’

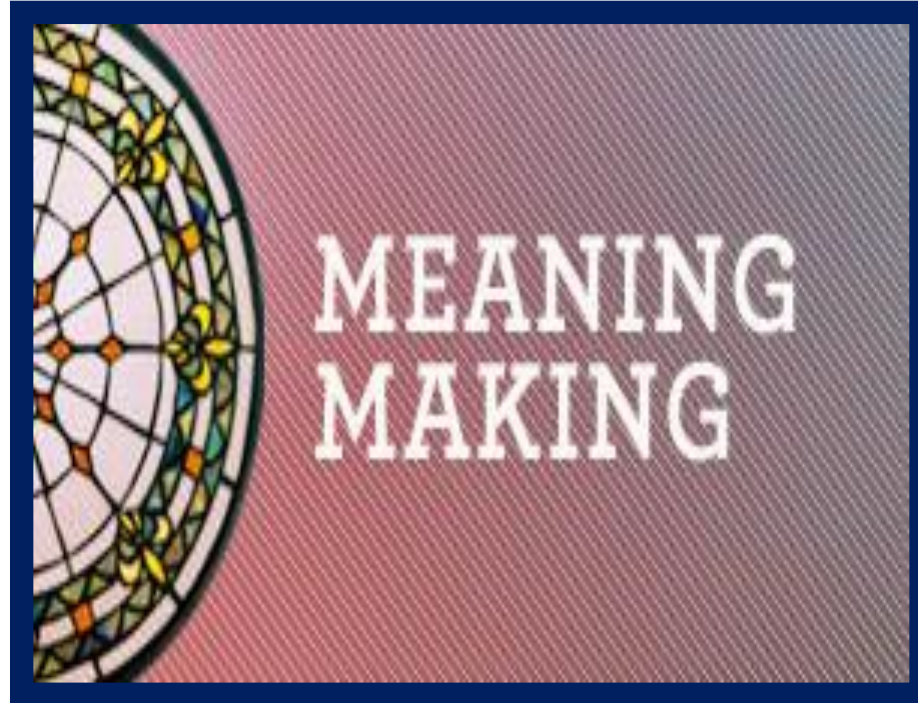
A female scientist with blonde hair tied back, wearing a white lab coat over a blue shirt, is focused on looking through a compound microscope. She is seated at a light blue laboratory bench. The microscope is white and black. To her right, a laptop is open on the bench. In the background, there are blurred laboratory shelves and equipment. The text 'To solve problems that haven't yet been identified...' is overlaid in the upper right corner in a bold, dark blue font.

**‘To solve problems that
haven’t yet been
identified...’**

Pedagogic Research Matters

Simplistically Put...

- ✓ Education is a Social Science
- ✓ Pedagogic Research is Educational Research
- ✓ We are therefore researching the social dimensions of life.

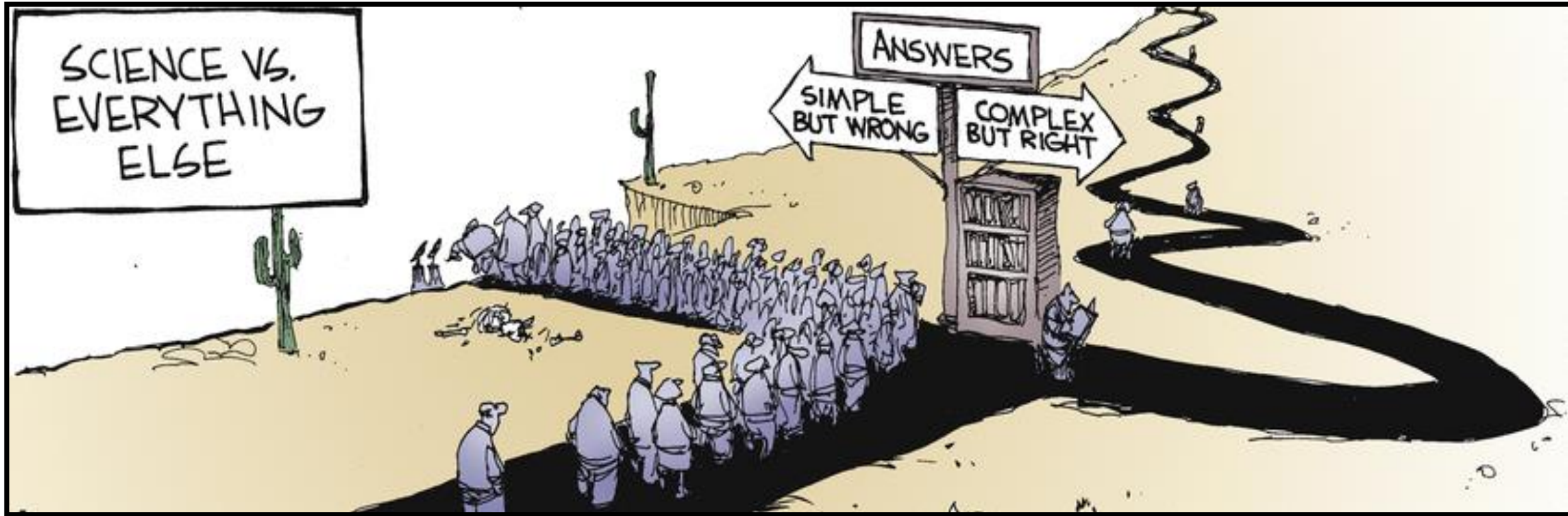


Pragmatically Executed...

- ✓ More than just a framework of understanding
- ✓ 'No Facts, only interpretations – Nietzschean
- ✓ We are therefore researching the social dimensions of life (Bhattachacharya, 2008)

*Understanding and Meaning Making **NOT** Explaining and Finding Purpose
The Heart of Impact in Higher Education Institutions*

We're in This Together – We're ALL Educators



Regardless of Our Disciplinarity /Signature Pedagogies

Key Take Home Messages...?

- Don't be the tail that wags the dog with the REF and the TEF - use them to drive authenticity and meaning making for students...these drive transformative learning in practice...
- Swap the student experience for human experience...
- Focus on building lives for society of which employability is an integral part but not the only issue at stake...
- Be proud of your role in Higher Education...don't make pedagogic research needlessly complex – look at what matters to people at the front line of what we do...



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Thanks for Listening...

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